

Name: Joe
Date of Birth: March 1, 1986

Joe is currently 15 years old, and beginning to learn the steps of leading his own IEP. He will turn 16 in three weeks and is preparing to lead his first IEP next month. Joe has a specific learning disability in mathematics. He takes all classes in an inclusive environment, with specialized instruction in math in the general class setting. He has the option of going to the resource room to take tests and to receive extra assistance when he feels it is necessary. Joe rarely takes advantage of this and often does poorly on exams because of this.

Joe has an outgoing personality and active social life. He is involved in several extracurricular activities including football, student government, and yearbook. His mom is a freelance photographer and he has always enjoyed developing pictures, especially black and white. He has used his experience gained working with his mom when helping with the yearbook. He wants to be Photo Editor by the time he is a senior. Joe is often late to football practice, student government meetings, and other important engagements due to his difficulty with time management.

Joe enjoys football more than any other sport. He keeps up on the trivia of football players but has a hard time with statistics and scoring due to his difficulty with math. On the field, he is very competitive. He often makes mistakes in “plays” due to his confusion with spatial reasoning. He gets confused with directions and the coach often yells at him for these errors. Joe has collected game cards ever since he was five and has always wanted to be a professional football player. He wants to go to college for the sole purpose of being recruited by the NFL.

Every morning when Joe wakes up, his mother has his clothes picked out for him because he is colorblind. He also has a tendency to not comb his hair or tie his shoes. He does not have great concern for personal appearance and would be content wearing the same pair of jeans and a football jersey every day. Joe refuses to help out around the home, except for in the photo lab, but still wants an allowance. He has a savings account but he has overdrawn funds on a regular basis because he cannot balance his account and does not understand the concept of a debit card.

Student Name: _____ IEP Date: _____

IEP

Student Name Joe			Date of Meeting February 6, 2002	
Student Demographics				
DOB March 1, 1986	Age 15	Grade 9	Home Language English	LEP []Y [X]N
School of Residence Likealot School	School of Attendance Likealot School		Language of Instruction English	Category of Eligibility SLD
Parent/Guardian Jerry	Home Address 878 Playball Lane		Home Phone 623-476-3512	Work Phone 623-434-3215

IEP Team Meeting Participants §300.344(a)(1-7)		
Role	Name	Date
Student	Joe	2/6/02
Parent/Guardian/Surrogate	Jerry	2/6/02
LEA Representative	Maxine	2/6/02
Special Education Teacher	Hilda	2/6/02
Regular Education Teacher	Theresa	2/6/02
Individual to interpret the results of the evaluation		
Agency Representative		
Interpreter _____ language		
Other Vocational Education Teacher	Sam	2/6/02
Other Football Coach	Alan	2/6/02

Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).

Joe wants to be a professional football player. He also enjoys photography. He wants to go to college so that he can be recruited by the NFL but does not have any particular interest in mind for picking a degree to pursue. Joe collects sports memorabilia and sports cards. Joe is nervous about moving out of his mom's house but thinks it would be fun to live on a college campus dorm or in an apartment with friends.

Present Levels of Educational Performance (PLEP)

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Joe is a very social, outgoing young man. He is very active at school, participating in football, student government and the yearbook committee. Joe wants to be Photo Editor by his senior year for the yearbook using picture developing skills he has learned from his mother. Joe would benefit from taking classes in photography to receive formal instruction in this area to enhance the instruction he has learned at home.

Joe performs at the Essentials level in math, and receives specialized instruction in math in the general class setting. He does not take advantage of the math resource room available to him, which adversely affects his grades on tests and in completing his assignments. Joe has difficulty with his organizational skills, prioritizing tasks, and time management. He also has visual-spatial difficulty. Joe's concepts of direction and time are affected by his specific learning disability. For instance, Joe has a hard time getting to places on time, making mistakes in "plays" on the field, and in keeping appointments. Joe also struggles each month to maintain his bank account, constantly overdrawing funds. Using a debit card and maintaining accurate records of funds deposited vs. funds available is frustrating for Joe.

Joe relies on his mother to help him in the area of personal grooming and hygiene. She assists him with picking out his clothes, in combing his hair, and in making sure his shoes are tied. In order to achieve independence in daily living skills and adult living needs, Joe would benefit from learning to use a personal planner/organizer. Joe also needs to learn self-determination skills, which he is beginning to learn through the process of leading his own IEP meeting. However, greater work on setting goals, making decisions, understanding consequences, identifying his needs and asking for help need to be addressed and Joe needs to be provided instruction in these areas. Being that Joe has never worked before, Joe should explore various career options through taking interest inventories, conducting informational interviews with employers in the field(s) of interest, and in job shadowing. It is recommended by the IEP team for Joe to work toward attending community college before going directly into a college setting to work on life skills such as personal grooming and hygiene and time management. Joe also needs to enhance his spatial-reasoning skills and learn how to find his way on a community college campus before enrolling in a larger university setting.

Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:
§300.347 (7)(b)(1)

Age: 14 School Year: '00-'01	Age: 15 School Year: '01-'02	Age: 16 School Year: '02-'03	Age: 17 School Year: '03-'04	Age: 18 School Year: '04-'05
Language Arts	English I	English II	English III	English IV
Consumer Math	Pre Algebra	Algebra I A	Algebra I B	Business Management
Career Exploration	Yearbook	World History	US History	American Government/ Free Enterprise
Science	Earth Science	Biology	Journalism	Graphic arts through community college
PE/Health	PE/Health	Life Skills-personal grooming and hygiene; employability skills training	On campus work experience – TA with voc. ed in photography	Off campus work experience in photography studio
Social Studies/Humanities	Intro to Computers	Photography	Photography through community college	

Additional Educational Opportunities:

Work in Photo Lab with mom at home developing black and white photos. Assist with Yearbook Committee taking pictures of school functions and extracurricular activities such as sporting events. Volunteer in summer with City Parks and Recreation Summer Youth Sports.

Dual enrollment through community college for graphic arts class and photography class.

GRADUATION PLAN: (optional)

Total Number of credits required by this school for graduation: 21 Anticipated month and year of graduation: 05/05
Will this student graduate with fewer credits than required of other students? _____ Yes X No

If yes, identify graduation adaptations: _____

Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

☐ Yes, Date: _____

☐ Guardianship legally held by other _____

Student Name: _____ IEP Date: _____

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Visit with community college Disability Support Services for dual enrollment courses *Research college sports programs and scholarship opportunities *Enroll in self-advocacy class *Use social stories to explain of personal grooming and hygiene	*Joe, School, community college *Joe, School Guidance Counselor *Joe, Independent Living Center *Joe, School Nurse	*School *School *Independent Living Center *School
Community Experiences:	*Attend football practices at postsecondary level for observations and informational interviews of college students *Volunteer with City of Parks and Recreation Youth Summer Sports	*Joe *Joe, Football Coach	*Mother will provide transportation *There is no expense for this
Employment:	*Obtain part-time employment in field of interest *Practice completing job applications and interviewing skills	*Joe, Job Services Counselor *Joe, School	*Arizona One Stop Center *School
Related Services: The IEP team does not feel that Joe has any long term support needs in this area.			
Post-secondary training and Adult Living:	*Obtain assistance on management of financial resources *Apply for financial assistance for college	*Joe, Financial Advisor *Joe, School Guidance Counselor	*Bank where account is held *School
Daily Living (if appropriate):	*Obtain daily planner and learn about time management *Develop coding system to assist with clothing coordination *Meet with 3 employers to discuss importance of appropriate grooming and hygiene in the workplace	*Joe, Joe's mom, School *Joe, mom *Joe, Vocational Education Teacher	*Joe's mom will purchase organizer and work with Joe and school on learning to use planner *There is no expense for this *School
Functional Vocational Evaluation (if appropriate):	*Complete interest inventories to determine vocational interests *Participate in 3 job shadow experiences in field of photography	*Joe, School *Joe, School	*School *School

Student Name: _____ IEP Date: _____

Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)

School Year	Needed Services	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01-'02	Assistance with personal grooming and hygiene	School nurse	Joe, Guidance Counselor, March '02	April '02- May '02	Better understanding of importance of personal grooming and hygiene
'01-'02	Financial planning	Bank, Financial Advisor	Joe, Joe's mom March '02	March '02-April '02	Assistance with balancing checkbook, using and tracking debit card
'02-'03	Dual enrollment with community college	Disability Services Coordinator at community college	Joe, School	February '03 for classes in Fall '03 – spring '04	Vocational training and course credit for photography and graphic arts
'02-'03	Volunteer experience	City Parks and Recreation	Joe, Football Coach, September '02	September '02 – May '05	Work experience in sports field
'02-'03	Part time employment	Arizona One Stop Center, Job Services Counselor	Joe, March '03	May '03 – August '03	Part time employment in area of interest

If an agency invited to the IEP meeting was unable to attend, did the school take other steps to try to involve this agency? Describe the steps taken.

Meeting notice sent to community college Disability Resource Coordinator. She was unable to attend meeting but sent information about dual enrollment, eligibility criteria, and the course schedule. Joe will call to schedule a time to meet with her.